المملكة المغربية
وزارة التربية الوطنية
والتعليم العالي
وتكوين الأطر
والبحث العلمي

البرامج والتوجيهات التربوية الخاصة بمادة اللغة الانجليزية
بسلك التعليم الثانوي الإعدادي
(السنة الثالثة)

غشت 2009

مديرية المناهج والحياة المدرسية
ئشة، شارع شالة ـ حسان ـ الرباط☎ 0537278502 🖷 0537700628

Contents

المدخل العام- 3

PREFACE 9

PART ONE : 10

The national curriculum: statement of values and aims of the English curriculum.. 11

Nature of the curriculum :... 15

- **Characteristics**
- **Methodology**
- **Assessment**

English Curriculum for Middle Schools............................. 18

PART TWO : 22

Teaching English to middle school learners.......................... 23

Project work 35

Multiple intelligences

Classroom language 40

APPENDICES 42

Tests and Quizzes

Sample Tests 46

المدخل العام

تندرج وثيقة " **التوجيهات التربوية والبرامج الخاصة بمواد التعليم الثانوي الإعدادي** " في إطار استكمال الجهود الهادفة إلى التجديد والتطوير المستمرين للمناهج التربوية بالسلك الإعدادي من التعليم الثانوي، بما يمكن من توجيه الممارسة التربوية بهذا السلك، نحو تحقيق غايات و أهداف النظام التربوي، وضمان التنسيق والتفاعل بين المواد الدراسية، والإسهام في تيسير الأداء المهني للمدرسين وتطوير كفاياتهم وتعزيزها.

وتنطلق هذه التوجيهات من استثمار مختلف الوثائق المرجعية المؤطرة للعملية التعليمية - التعلمية بهذا السلك، حسب التخصصات ومكونات المواد الدراسية، وذلك في اتجاه يهدف إلى توحيد تمثلات مختلف الفاعلين التربويين لأسس المنهاج التربوي ولمقاصده وللكفايات المستهدفة فيه من جهة، والوعي من جهة ثانية، بخصوصيات السلك الثانوي الإعدادي، وبما يستوجبه من عناية خاصة، بحكم الموقع المفصلي الذي يحتله في نظامنا التربوي.

إن **"الوثيقة الإطار للاختيارات والتوجهات التربوية"** تعتبر التعليم الإعدادي "جزءا من التعليم الثانوي ومرحلة انتقالية بين التعليم الابتدائي والسلك التأهيلي"، وهو بهذا المعنى، يمثل مرحلة وسطى في المسار الدراسي للمتعلم، تتكون من ثلاث سنوات تعليمية يتدرج فيها المتعلم (ة) عبر مسار تربوي تعليمي منسجم مع وتيرة نموه الجسدي والنفسي، في أبعاده العقلية والمهارية والوجدانية.

وتهدف هذه الوثيقة إلى أن تكون أداة عمل وظيفية تمكن هيئة التدريس من تعرف منطلقات المنهاج الدراسي وضبط مكوناته وتنفيذ أنشطته، بالشكل الذي يضمن التوظيف الأمثل للكتاب المدرسي في صيغته الجديدة المتسمة بالتعدد، ويمكن – تبعا لذلك – من تنمية كفايات المتعلمين ومهاراتهم، وإكسابهم القدرة على تكييفها مع مختلف المواقف والوضعيات. كما أن الوثيقة تمثل، فضلا عما سبق، منطلقا مرجعيا لهيئة التأطير التربوي ووثيقة توجيهية تعرض العناصر والمكونات العامة لمختلف العمليات المنتظر إنجازها من قبل المدرس(ة)، وما يرتبط بتلك العمليات من وسائل وطرائق وإجراءات، مما يسهل وضع الشبكات الملائمة للتأطير والتقويم والتوجيه.

وقد تم تصميم وثيقة " **التوجيهات التربوية والبرامج الخاصة بمواد التعليم الثانوي الإعدادي** " في ضوء اختيار منهجي يواكب المستجدات المرتبطة بتجديد المناهج التربوية في سياق إصلاح منظومة التربية والتكوين ببلادنا، منطلقا في ذلك من الاستثمار الوظيفي لأبرز ما توصلت إليه مختلف الدراسات في حقل التربية خاصة، وفي حقول المعرفة الإنسانية بصورة عامة، مع اعتماد مقاربة شمولية ومتكاملة تراعي مبدأ التوازن بين جميع الأبعاد (البعد الاجتماعي الوجداني، بعد المهارات والكفايات ، البعد المعرفي ، البعد التجريبي والتجريدي)، وبين مختلف أنواع المعارف وأساليب التعبير (فكري، فني، جسدي)، و بين مختلف جوانب التكوين (نظري، تطبيقي عملي). كما أن الوثيقة تستحضر بصفة خاصة حاجات المتعلمات و المتعلمين في المرحلة العمرية التي يمرون بها، وكذلك خصوصيات التدريس بالطور الثانوي الإعدادي ومتطلبات تنفيذ منهاجه الدراسي، من حيث عرض الأسس الثقافية والاجتماعية والنفسية والتربوية والمنهجية التي تؤطر أنشطة التعليم والتعلم بهذا الطور، وتحديد الغايات والكفايات المستهدفة فيه، وتقديم المضامين المقررة فيه والمنسجمة مع سلم القيم المستهدفة في هذا السلك، وذلك كله من منظور يراعي مواصفات المتعلمات و المتعلمين ويعتبر المدرسة مجالا خصبا يتحقق ضمنه التفاعل الإيجابي بين المدرسة والمجتمع، ويسمح بترسيخ القيم الأخلاقية، وقيم المواطنة وحقوق الإنسان وممارسة الحياة الديمقراطية.

أولا – الاختيارات والتوجهات العامة:

حُددت الاختيارات العامة لإصلاح النظام التربوي ومراجعة المناهج انطلاقا من الفلسفة التربوية والمرتكزات الأساسية المتضمنة في الميثاق الوطني للتربية والتكوين(1999)، وكذا في المداخل الواردة في الوثيقة الإطار الصادرة عن لجنة الاختيارات والتوجهات (2002)، وتتوزع هذه الاختيارات على ثلاثة مجالات، هي مجال القيم، ومجال الكفايات، ومجال المضامين.

1 - مجال القيم:

يحدد الميثاق الوطني للتربية و التكوين المرتكزات الثابتة في هذا المجال كالآتي:

- قيم العقيدة الإسلامية؛
- قيم الهوية الحضارية و مبادئها الأخلاقية و الثقافية؛
- قيم المواطنة؛
- قيم حقوق الإنسان و مبادئها الكونية.

وانسجاما مع هذه القيم، واعتبارا للحاجات المتجددة للمجتمع المغربي على المستوى الاقتصادي والاجتماعي والثقافي من جهة، وللحاجات الشخصية الدينية والروحية للمتعلمين والمتعلمات من جهة أخرى، فإن نظام التربية والتكوين يتوخى تحقيق ما يأتي:

على المستوى المجتمعي العام	على المستوى الشخصي للمتعلم (ة)
▪ ترسيخ الهوية المغربية الحضارية والوعي بتنوع وتفاعل وتكامل روافدها؛ ▪ التفتح على مكاسب ومنجزات الحضارة الإنسانية المعاصرة؛ ▪ تكريس حب الوطن وتعزيز الرغبة في خدمته؛ ▪ تكريس حب المعرفة وطلب العلم والبحث والاكتشاف؛ ▪ المساهمة في تطوير العلوم والتكنولوجيا الجديدة؛ ▪ تنمية الوعي بالواجبات والحقوق؛ ▪ التربية على المواطنة وممارسة الديموقراطية؛ ▪ التشبع بروح الحوار والتسامح وقبول الاختلاف؛ ▪ ترسيخ قيم المعاصرة والحداثة؛ ▪ التمكن من التواصل بمختلف أشكاله وأساليبه؛ ▪ التفتح على التكوين المهني المستمر؛ ▪ تنمية الذوق الجمالي والإنتاج الفني والتكوين الحرفي في مجالات الفنون والتقنيات؛ ▪ تنمية القدرة على المشاركة الإيجابية في الشأن المحلي والوطني	▪ الثقة بالنفس والتفتح على الغير؛ ▪ الاستقلالية في التفكير والممارسة؛ ▪ التفاعل الإيجابي مع المحيط الاجتماعي على اختلاف مستوياته؛ ▪ التحلي بروح المسؤولية والانضباط؛ ▪ ممارسة المواطنة والديموقراطية؛ ▪ إعمال العقل واعتماد الفكر النقدي؛ ▪ الإنتاجية والمردودية؛ ▪ تثمين العمل والاجتهاد والمثابرة؛ ▪ المبادرة والابتكار والإبداع؛ ▪ التنافسية الإيجابية؛ ▪ الوعي بالزمن والوقت كقيمة أساسية في المدرسة وفي الحياة؛ ▪ احترام البيئة الطبيعية والتعامل الإيجابي مع الثقافة الشعبية والموروث الثقافي والحضاري المغربي.

على الأستاذ (ة) أن يستحضر القيم المشار إليها أعلاه :

- ✓ عند إعداد الدرس وفي بناء أنشطة التعلم وكذا اختيار الموارد الديداكتيكية وبناء وضعيات التقويم؛
- ✓ في السلوك العام داخل الفصل والمؤسسة والمحيط حتى تساعد على التعلم بالقدوة وترسيخ هذه القيم لدى الناشئة وذلك حسب ما تقتضيه طبيعة الوضعيات المرتبطة بكل مادة دراسية.

2- - مجال الكفايات:

إن المتعلم (ة) الذي يلج مرحلة التعليم الإعدادي يكون مبدئيا مكتسبا لرصيد لغوي ومعرفي ومهاري يؤهله لاستيعاب مختلف الظواهر الاجتماعية والثقافية، واتخاذ مواقف منها، والتفاعل الإيجابي مع محيطه المحلي والجهوي والوطني والعالمي، فضلا عن اكتسابه كفايات تواصلية أساسية، مع القدرة على توظيفها في وضعيات مبسطة، كما أنه يمتلك القدرة على الاستدماج الأولي لقيم المبادرة، والتنافس الإيجابي، والعمل الجماعي، والاعتماد على النفس، وإدراك الحقوق والواجبات، والتواصل مع المحيط، والوعي بمتطلبات الاندماج فيه بكيفية واعية.

وتأتي المرحلة الإعدادية مندرجة في سيرورة الحفاظ على مكتسبات المتعلم (ة) في التعليم الابتدائي وتحصينها، خاصة بالنسبة لمن بلغوا سن نهاية التعليم الإجباري.
وخلال هذه المرحلة الوسطى يستمر التركيز على الجوانب التواصلية في مستوى متقدم من التمكن، وعلى الجوانب المنهجية والاستراتيجية والثقافية. وتعطى الجوانب التكنولوجية أهمية أكثر من ذي قبل للإعداد للتعليم التأهيلي، أو لمؤسسات التكوين المهني، أو لولوج الحياة العامة لمن سينقطعون عن الدراسة من المتعلمات والمتعلمين في نهاية السلك الإعدادي.

إن تطوير الكفايات وتنميتها على الوجه اللائق لدى المتعلم**(ة)** ، يستوجب مقاربتها بشكل شمولي، مع مراعاة التدرج البيداغوجي في برمجتها، ووضع استراتيجيات اكتسابها. ومن الكفايات الممكن بناؤها في إطار تنفيذ مناهج التربية والتكوين نذكر ما يأتي :

- **الكفايات المرتبطة بتنمية الذات**، والتي تستهدف تنمية شخصية المتعلم باعتباره غاية في ذاته، وفاعلا إيجابيا ينتظر منه الإسهام الفاعل في الارتقاء بمجتمعه في كل المجالات؛
- **الكفايات القابلة للاستثمار في التحول الاجتماعي** ، والتي تجعل نظام التربية والتكوين يستجيب لحاجات التنمية المجتمعية بكل أبعادها الروحية والفكرية والمادية؛
- **الكفايات القابلة للتصريف في القطاعات الاقتصادية والاجتماعية** ، والتي تجعل نظام التربية والتكوين يستجيب لحاجات الاندماج في القطاعات المنتجة ولمتطلبات التنمية الاقتصادية والاجتماعية.

ويمكن أن تتخذ الكفايات التربوية طابعا **إستراتيجيا، وتواصليا، ومنهجيا، وثقافيا، وتكنولوجيا،** كما هو مبين في الجدول الآتي:

الكفايات	العناصر المكونة لها
الكفايات الإستراتيجية	▪ معرفة الذات والتعبير عنها؛ ▪ التموقع في الزمان والمكان؛ ▪ التموقع بالنسبة للآخر وبالنسبة للمؤسسات المجتمعية (الأسرة، المؤسسة التعليمية، المجتمع)، والتكيف معها ومع البيئة بصفة عامة؛ ▪ تعديل المنتظرات والاتجاهات والسلوكات الفردية وفق ما يفرضه تطور المعرفة والعقليات والمجتمع.
الكفايات التواصلية	▪ إتقان اللغة العربية وتخصيص الحيز المناسب للغة الأمازيغية والتمكن من اللغات الأجنبية؛ ▪ التمكن من مختلف أنواع التواصل داخل المؤسسة التعليمية وخارجها في مختلف مجالات تعلم المواد الدراسية؛ ▪ التمكن من مختلف أنواع الخطاب (الأدبي، والعلمي، والفني...) المتداولة في المؤسسة التعليمية وفي محيط المجتمع والبيئة.
الكفايات المنهجية	▪ منهجية للتفكير وتطوير مدارجه العقلية؛ ▪ منهجية للعمل في الفصل وخارجه؛ ▪ منهجية لتنظيم ذاته وشؤونه ووقته وتدبير تكوينه الذاتي ومشاريعه الشخصية.
الكفايات الثقافية	▪ الجانب الرمزي المرتبط بتنمية الرصيد الثقافي للمتعلم (ة) ، وتوسيع دائرة إحساساته وتصوراته ورؤيته للعالم وللحضارة البشرية بتناغم مع تفتح شخصيته بكل مكوناتها، وبترسيخ هويته كمواطن مغربي وكإنسان منسجم مع ذاته ومع بيئته ومع العالم؛ ▪ الجانب الموسوعي المرتبط بالمعرفة بصفة عامة.
الكفايات التكنولوجية	▪ القدرة على تصور ورسم وإبداع وإنتاج المنتجات التقنية؛ ▪ التمكن من تقنيات التحليل والتقدير والمعايرة والقياس، وتقنيات ومعايير مراقبة الجودة، والتقنيات المرتبطة بالتوقعات والاستشراف؛ ▪ التمكن من وسائل العمل اللازمة لتطوير تلك المنتجات وتكييفها مع الحاجيات الجديدة والمتطلبات المتجددة؛ ▪ استدماج أخلاقيات المهن والحرف والأخلاقيات المرتبطة بالتطور العلمي والتكنولوجي بارتباط مع منظومة القيم الدينية والحضارية وقيم المواطنة وقيم حقوق الإنسان ومبادئها الكونية.

على الأستاذ (ة) ان يستحضر طبيعة الكفايات وأنواعها والعناصر المكونة لكل نوع قصد التحكم فيها .

3- مجال المضامين:

تنتظم المضامين داخل السلك الثانوي الإعدادي بما يخدم المواصفات المحددة للمتعلم **(ة)** في نهاية هذا السلك، من خلال ما يأتي:

- الانطلاق من اعتبار المعرفة إنتاجا وموروثا بشريا مشتركـا؛
- اعتبار المعرفة الخصوصية جزءا لا يتجزأ من المعرفة الكونية؛
- اعتماد مقاربة شمولية عند تناول الإنتاجات المعرفية الوطنية، في علاقتها بالإنتاجات الكونية مع الحفاظ على ثوابتنا الأساسية؛
- اعتبار غنى وتنوع الثقافة الوطنية والثقافات المحلية والشعبية كروافد للمعرفة؛
- الاهتمام بالبعد المحلي والبعد الوطني للمضامين وبمختلف التعابير الفنية والثقافية؛
- اعتماد مبدأ التكامل والتنسيق بين مختلف أنواع المعارف وأشكال التعبير؛
- اعتماد مبدأ الاستمرارية والتدرج في عرض المعارف الأساسية عبر الأسلاك التعليمية؛
- تجاوز التراكم الكمي للمضامين المعرفية المختلفة عبر المواد التعليمية؛
- استحضار البعد المنهجي والروح النقدية في تقديم محتويات المواد؛
- العمل على استثمار عطاء الفكر الإنساني عامة لخدمة التكامل بين المجالات المعرفية؛
- الحرص على توفير حد أدنى من المضامين الأساسية المشتركة لجميع المتعلمين في مختلف الأسلاك والشعب؛
- الاهتمام بالمضامين الفنية؛
- تنويع المقاربات وطرق تناول المعارف؛
- إحداث التوازن بين المعرفة في حد ذاتها والمعرفة الوظيفية.

وعلى الأستاذ (ة) استحضار كل ذلك عند انتقاء المضامين كحصيلة معرفية يزود بها المتعلم (ة) عند نهاية كل وحدة دراسية.

ثانيا ـ مواصفات المتعلم (ة) في نهاية السلك الإعدادي

مواصفات من حيث القيم والمقاييس الاجتماعية	مواصفات مرتبطة بالكفايات والمضامين
ـ اكتساب القدر الكافي من مفاهيم العقيدة الإسلامية، حسب ما يلائم مستواه العمري، ومتحليا بالأخلاق والآداب الإسلامية في حياته اليومية؛ ـ التشبع بقيم الحضارة المغربية بكل مكوناتها والوعي بتنوع وتكامل روافدها؛ ـ التشبع بحب وطنه وخدمته؛ ـ الانفتاح على قيم الحضارة المعاصرة و إنجازاتها؛ ـ التشبع بقيم حقوق الإنسان وحقوق المواطن المغربي وواجباته؛ ـ الدراية بالتنظيم الاجتماعي والإداري محليا وجهويا ووطنيا، و والتشبع بقيم المشاركة الإيجابية وتحمل المسؤولية؛ ـ الانفتاح على التكوين المهني والقطاعات الإنتاجية والحرفية؛ ـ تذوق الفنون والوعي بالأثر الإيجابي للنشاط الرياضي المستديم على الصحة؛ ـ التشبع بقيم المشاركة الإيجابية في الشأن المحلي والوطني وقيم تحمل المسؤولية.	ـ التمكن من اللغة العربية واستعمالها السليم في تعلم مختلف المواد؛ ـ التمكن من تداول اللغات الأجنبية والتواصل بها؛ ـ التمكن من مختلف أنواع الخطاب المتداولة في المؤسسة التعليمية؛ ـ القدرة على التجريد وطرح المشكلات الرياضية وحلها؛ ـ الإلمام بالمبادئ الأولية للعلوم الفيزيائية والطبيعية والبيئية؛ ـ التمكن من منهجية للتفكير والعمل داخل الفصل وخارجه؛ ـ التمكن من المهارات التقنية والمهنية و الرياضية والفنية الأساسية ذات الصلة بمحيط المدرسة محليا وجهويا ؛ ـ القدرة على تكييف المشاريع الشخصية ذات الصلة بالحياة المدرسية والمهنية؛ ـ امتلاك المهارات التي تساعده على تعديل السلوكات وإبداء الرأي؛ ـ التمكن من رصيد ثقافي ينمي إحساسه ورؤيته لذاته وللآخر؛ ـ القدرة على استعمال التكنولوجيات الجديدة في مختلف مجالات دراسته وفي تبادل المعطيات.

على الأستاذ (ة) أن يعي مواصفات المتعلم (ة) في نهاية السلك الثانوي الإعدادي من اجل التحكم في مخرجات التعلم بطريقة استباقية.

PREFACE

These guidelines are designed to provide a pedagogic ‘roadmap’ to help you teach English more effectively in Middle schools. They have been drawn up in accordance with the principles set forth in the National Charter for Education and Training and outlines a competency-based approach to the teaching of English as a Foreign Language. Their main aims are:

- ✓ to provide further insights into the principles upon which EFL is taught at this level;
- ✓ to outline the approach adopted;
- ✓ to sketch out practical tips to further enhance your teaching skills;
- ✓ to encourage reflection about ways of maximizing learning in your English classes;

There are two parts to these guidelines. The first part offers an overview of the National Curriculum including a statement of values and aims, the characteristics of the curriculum highlighting the syllabus that is to be taught and learnt and the types and modes of assessment to be adopted. The second part shifts focus and considers (i) young learners’ characteristics, young learner's multiple intelligences and strategies for implementing them, (ii) the nature of project work and the benefits accruing from it such as making the best of the textbook in-use and responding to learners’ needs and individual wants and finally (iii) classroom language.

The appendices include valuable documents: (i) a table including the types and number of tests to be administered during the course, (ii) a set of tips for teachers and a table of test specifications and (iii) 3 sample tests.

I hope that these guidelines will serve as a source of clear and useful roadmap towards best practices for teaching English in our Middle Schools.

Many thanks are due to all the members of the drafting committee.

Ahmed Chaibi

Central Specialist Coordination of English

PART ONE

STATEMENT OF VALUES AND AIMS OF THE CURRICULUM

The aims of the curriculum is in conformity with the four sets of values outlined in the National Charter for Education and Training; namely, the values of Islam, the values of the Moroccan identity, its cultural and ethical principles, the values of citizenship, and the values of human rights and their universal principles. In fact, the educational system in general, and the curriculum in particular, are geared towards meeting the ever-changing economic, social and cultural needs of Morocco, and those of the learners. To this end, the national curriculum sets out to achieve the following goals:

- to promote the Islamic / Moroccan identity and awareness of its diverse, interactive and complementary components;
- to enable learners to become acquainted with both the contributions and benefits of human civilizations;
- to promote patriotism;
- to enable learners to make contributions to modern science and technology;
- to promote their desire of knowledge, research, and enquiry;
- to enhance their awareness of their obligations and rights;
- to initiate them into citizenship and democratic practices;
- to initiate them into negotiation, tolerance, and acceptance of different views ;
- to initiate them into modernity values;
- to enable them to acquire the ability to communicate effectively in different settings;
- to help them develop appreciation of beauty in the arts and crafts;
- to develop their knowledge, understanding and appreciation of their own cultures and other people’s cultures, and how these influence individuals and societies;
- to enhance their understanding of the values, principles and practices of democracy;
- to raise their awareness of time as an asset both at school and in life;
- to help them develop their ability to think rationally and critically;
- to help them develop the competencies and attitudes to be productive members of society.

To the same end, the educational system will stress the learners'

- *self-confidence;*
- *self-respect*;
- *respect* and *concern* for others, especially those from different social, cultural, ethnic and religious backgrounds;
- *responsibility*;
- *diligence*;
- *compassion*;
- *integrity*;
- *self-discipline*;
- *courtesy*; and
- *wholesome relations* with others.

The educational system focuses on both civic and character development, as can be seen from the list above. These values[1] are reflected explicitly or implicitly in the English curriculum in middle schools.

[1] The ordering of these values does not imply any priority or preference. The issues of character, civility and citizenship are not an add-on to the curriculum. They are central to our mission and to our very survival as a nation.

AIMS OF THE ENGLISH CURRICULUM

The third year EFL curriculum we are concerned with in these guidelines draws on the general aims set forth for the four-year EFL curriculum listed below :

1. **To develop the communication competencies necessary for a variety of real-life purposes :**

   - ✓ Listen, understand and respond appropriately to others
   - ✓ Speak effectively and participate in group discussions in different situations
   - ✓ Read, understand and reflect critically upon what is read
   - ✓ Write accurately and fluently
   - ✓ Exchange information, ideas, and experiences

2. **To develop knowledge and sub-skills necessary for a variety of real-life :**
   Purposes :

   - ✓ to acquire a deep understanding of the language system
   - ✓ to understand and use the functions of language of every day life
   - ✓ to express oneself using a range of vocabulary
   - ✓ to acquire semantic and discourse knowledge
   - ✓ to understand the way language adapts to context

3. **To develop study skills leading to learner autonomy:**

   - ✓ work individually on assignments;
   - ✓ negotiate, plan their work over a certain time span and learn how to set
     realistic objectives and how to devise the means to attain them;
   - ✓ to search out information for themselves from different sources appropriately and effectively;
   - ✓ to monitor and evaluate their own learning process in an appropriate way;
   - ✓ to develop their own independence in learning and using English;
   - ✓ to manage projects effectively;

4. **To develop the intellectual abilities of the learner:**

- ✓ to develop high-thinking and meta-cognitive skills (critical thinking, logical reasoning, decision-making, problem-solving, enquiry and evaluation skills);
- ✓ to elicit rules from language in use and discuss their hypotheses with others;
- ✓ imaginatively.

5. **To develop cross-cultural communication competency:**

- ✓ to attain an understanding and appreciation of people's attitudes and values of other cultures;
- ✓ to use their knowledge of the language creatively and
- ✓ to consider other cultures and compare them to their own;
- ✓ to develop an interest in cross-cultural aspects and other ways of doing things;
- ✓ to convey their cultural concerns to other users of English.

6. **To enhance the learner's awareness of , and reflection upon, global issues:**

- ✓ to get acquainted with, and reflect upon, international issues and relations (e.g., international organizations, world conflicts);
- ✓ to develop an understanding of economic issues (e.g., business and financial news;
- ✓ to get acquainted with, and reflect upon, current issues (e.g., human rights, women's rights, health, education, science and technology).

7. **To reinforce values pertaining to character, civility, and citizenship:**

- ✓ to reflect on the consequences of their own actions and develop self-discipline, a sense of responsibility and self-respect;
- ✓ to value cooperation and sharing, respect and care for others;
- ✓ to understand their rights and responsibilities as citizens and gain awareness of active contribution to democratic processes;
- ✓ to value integrity, honesty and truth;
- ✓ to respect nature and the environment.

NATURE OF THE ENGLISH CURRICULUM

Characteristics

The EFL curriculum in Morocco adheres to the competency-based approach[2]. The distinctive characteristics of this approach are generally stated as follows:

1. It is organized around a set of learning tasks and/or activities that are: (i) based on language knowledge, skills, strategies and abilities that learners have to demonstrate; and (ii) directed towards the likeliest uses learners will have to make of English in their future studies and professions;
2. Specific themes and situations are used as means to develop competencies and improve performances;
3. It is learner-centered;
4. It is task-based;[3]
5. It assesses learner behavior/ performance in relation to the competencies focused upon;
6. It capitalizes on the performances that the learners should expect to attain, not just content to be covered;
7. It the present status of the learners' competencies in reference to what the curriculum expects them to attain (i.e. terminal performance).

Methodology

The assumptions underlying the methodology[4] that this curriculum subscribes to are as follows:

- Language acquisition is fostered by engaging learners in real tasks;
- Language learning is a problem-solving activity;
- All learners can learn and experience success in a foreign language;
- Learners learn in different ways which implies catering for different learning styles;
- Learners achieve proficiency at different rates;

---

[2] A **competency -based approach** focuses on the outcomes of learning and addresses what the learners are expected to do rather than on what they are expected to learn about. A **competency**; can therefore, be defined as a 'statement of learning outcomes for a piece of knowledge or skill.' When students demonstrate a"competency," they are demonstrating their ability to do something. They are showing the outcome of the learning process.

[3] A curriculum is said to be task-based if it focuses on the use of authentic language, and on learners doing meaningful tasks using English; for example, describing a process, doing an interview, etc.

[4] While we advocate this methodology which can be defined as communicative or even competency-based, we are aware that no methodology can cover all the possible ways.

- Learners are involved in interdisciplinary connections when learning English;
- Learners express themselves freely in low-anxiety situations;
- Learners acquire language better in rich learning environments in which they receive 'comprehensible input'[5].
- Language tasks and /or activities must focus on both content and form;

Therefore, this methodology translates into:

- Listening/speaking/reading and writing tasks/ activities[6] whereby the learners demonstrate competencies (language knowledge skills, strategies and abilities) in a variety of *modes* and within a wide range of *contexts*;
- Realistic learning experiences based on solving problems, which maximizes effective learning.

The teacher's roles are

- to manage the classroom event;
- to monitor language output / competencies development;
- to create the conditions that are conducive to the development of communication competencies;
- to provide the learners with effective learning opportunities;
- to adopt approaches that are responsive to the specificity of the teaching/learning context;
- to provide immediate feedback;
- to put into practice principles of good language teaching and testing.

The learner's roles are

- to learn cooperatively;
- to be more self-directed and responsible for his/her own learning; that is to plan, monitor and evaluate his/her learning;
- to be on the outlook for effective skills and strategies;
- to be actively involved in the process of language learning.

The roles to be played by the teacher and learners can be complementary and interdependent as is the case in activities such as *projects*.

[5] 'Comprehensible input' refers to input that is slightly above learners' language level (Krashen 1981)

[6] . These learning tasks/ activities must be embedded in authentic, real-life contexts.

ASSESSMENT

This curriculum requires performance assessment; that is, the process of measuring the learner's performances. Continuous assessment[7]; therefore, is an integral part of teaching and learning. It can occur whenever the teacher or the learner needs information about the adequacy of the learner's present learning state for subsequent instruction. Because of the nature of this curriculum, criterion-referenced standards must be applied when interpreting test scores. Criterion- referenced standards describe the precise amount of end-of level or end-of – unit or end-of-course competencies the learner is expected to attain. The learner's achievement determines whether s/he can proceed to the next unit or course of instruction. Tests using these standards provide explicit information about what the learner can or cannot do.

General considerations

- Criterion-referenced standards require the explicit definition of terminal behavior, in reference to the entry behaviors necessary for the next level or unit of instruction.
- The standard of acceptability specified in the teaching objectives is what all learners need to meet. The meeting of this standard is the prerequisite for the introduction of new instructional objectives;
- All learners must meet the standard of acceptability not in a single objective but in all objectives;
- Tests should relate to the principles of validity, reliability, practicality, and efficiency;
- The nature of the test must reflect the approximate proportion of emphasis of the course;
- Tests should have a beneficial backwash effect on teaching and learning;
- The test format must allow for a good sampling of the content of the unit(s) or the course;
- The final test must be a *proficiency* test that measures what learners can do in English.
- Besides tests, performance assessment requires other forms of assessment such as project work, portfolio, class participation, homework assignment, etc.

[7] Continuous assessment is applied for motivational, diagnosis, evaluation, intrinsic /extrinsic feedback purposes.

ENGLISH CURRICULUM FOR MIDDLE SCHOOLS[8]

General aims

In conformity with the principles outlined in the National Charter for Education and Training, the general aims of the middle school curriculum can be summarized as follows:

- to contribute to the achievement of the aims related to education in general and the teaching of languages in particular[9];
- to develop competencies as demonstrable application of knowledge, skills, strategies, abilities and study-skills acquired by individual learners;
- to raise learners' awareness of the gains of learning a foreign language;
- to give them the opportunity to develop *cross-cultural* communication competency;
- to enable learners to discover the learning strategies that suit them best, so that they can learn more effectively, and by extension, take over more responsibility for their own learning;
- to give them a sense of confidence in the use of English for communication.

Specific aims

The specific aims for each of the four skills (reading, listening, speaking and writing) are outlined below:

1. **Reading**

   Learners will demonstrate the ability to

   - read a text quickly to understand the main idea(s) [skimming];
   - scan a text for a specific information [scanning];
   - use linguistic information in a text to infer word meanings [structural analysis, contextual clues];
   - use information in a text to recognize referents;

[8]. Schools that are referred to as "Collèges" in French.
[9]. See the National Charter, particularly the articles related to the teaching of foreign languages;

2. Listening and Speaking

Learners will demonstrate the ability to

- identify the general idea (s) of spoken text [Listening for gist];
- listen to a whole spoken text very carefully for specific information [Listening for detail];
- listen and respond thoughtfully and respectfully to others;
- speak clearly and expressively, using correct pronunciation and intonation;
- understand and use spoken language appropriate to the topic, purpose, and audience;

3. Writing

Learners will demonstrate the ability to

- write a single paragraph[10] with a topic sentence that expresses a basic idea, with several sentences that develop or support the main idea;
- write a single paragraph describing a person, a place, or a thing
- write a letter or an email to give information;
- write a simple conversation or dialogue.

Topics

Teachers must cover at least the following topics according to their appearance in the textbooks in use. These topics are sensitive to students' cognitive, social and psychological:

1. Hello/greetings
2. At school
3. Family
4. Home
5. Clothes
6. Food and drinks
7. Transport
8. Sports
9. Hobbies
10. Health

[10]. We use the word 'paragraph' to refer to a short text. It could be an e-mail text, for example.

Teachers must also cover **five units each semester with the average of 6 hours a unit.** Four hours are to be devoted to assessment. Time permitting, teachers might present all or some of the topics /units left in the textbooks in use.

Functions

Teachers are also advised to present the following language functions according to their appearance in the textbooks in use:

- Greetings and introducing
- Asking for and giving information
- Describing (i) people, (ii)things and (iii) places
- Expressing likes and dislikes
- Asking for and telling the time
- Asking for and giving permission
- Making and responding to suggestions
- Expressing ability
- Accepting and refusing offer
- Asking for and giving advice
- Expressing obligation
- Apologizing

Grammar

By the end of the course, learners will be able to (i) recognize the forms, (ii) understand the meanings, (iii) and uses of the structures listed below.

- Imperative;
- To be (affirmative/negative/ interrogative)
- Possessive adjectives/ genitive
- Demonstratives
- Indefinite/ definite articles
- Simple present simple affirmative/ negative/ interrogative;
- Count /non-count nouns;
- Have got / has got
- There is / there are: some/ any
- use adverbs of frequency with the present simple: always, often, sometimes, occasionally, rarely , never, usually, seldom.
- present continuous/ affirmative / negative/ interrogative
- Can/ can't / may/ may not/ must/ mustn't/ should / shouldn't
- to make and respond to suggestions using : Let's/Let's not.
- Prepositions of place and time.

The structures above are to be covered according to their appearance in the textbooks in use. In addition, students should be helped to meet these structures in real-life contexts and teachers are required to provide them with the necessary time to practice and use them meaningfully and appropriately.

Vocabulary

By the end of the third year, students should be able to understand and use vocabulary items related to the topics listed above.

PART TWO

Teaching English to EFL young learners in Morocco

There has been a recent revival of interest in the teaching of foreign languages to young learners due to the growing need to communicate with people from other countries, in a world which has witnessed dramatic changes in its political, economic, cultural, geographical and communication aspects. Learning foreign languages, especially English, is a key element in the relentless and uncompromising endeavor to access the newly globalised world. Foreign languages play a significant role in strengthening the cultural and economic links between nations all over the world.

The introduction of English into Moroccan middle schools was a promising venture to respond to professionals' plea to help learners[11] learn this language at early age (Charter[12] 1999, article 117). English in middle schools has been of considerable interest to teachers, learners, parents and all the people concerned with education in Morocco. The National charter suggests that the curriculum in general, and the teaching of foreign languages in particular, should be geared towards meeting the ever-changing economic, social and cultural needs of Morocco, and those of the learners. The White paper has also set a basis for the teaching of English and other foreign languages through the description of the premises of the curriculum, its characteristics and contents. New textbooks were later published to suit this level. Teachers, accordingly, are required to comply with, and work hard to put into practice the principles set forth in the charter, white paper, and various ministerial documents in order to achieve the goals of teaching English at this level. Regardless of the reasons for teaching EFL in Morocco, a teacher needs to appreciate how young learners at this level grow, develop, and learn. In other words, he or she needs to provide learning opportunities that support their multi-dimensional characteristics; the latter being physical, social, emotional, and intellectual.

Characteristics of middle school learners[13]

The young learners' characteristics[14] are assets teachers should rely on to offer quality-based teaching and considerably engaging learning and learning opportunities. It is commonly accepted that young learners differ from adults (and children too) as they have special characteristics. Though middle school

[11] 'learners' and 'students' are used interchangeably in these guidelines.
[12] National Charter for Education and Training (1999), online in www.men.org.ma.
[13] We refer to middle schoollearners as 'young learners'.
[14] "The most remarkable features of the young mind – its adventurousness, its generativity, its resourcefulness and its flashes of flexibility and creativity." (Gardner, 1993)

learners (12-14 years) start developing abstract thinking, they still need a lot of scaffolding and support through concrete experiences, realia and visual aids. They are; however, actively involved in their learning and use various strategies such as questioning, exploring, investigating, analyzing, innovating, sharing and interacting. Young learners' characteristics might be epitomized as follows:

1. **Young learners are active and physically involved**: they like to take part in activities that involve them physically; they like to act out, imitate, move around, etc.
2. **They are able to learn by doing/through hands-on activities and experiences**. They are eager to use the target language to play games, converse with the teacher and peers, and to express personal meanings or tell stories. They are also fascinated by language activities which involve arts and crafts (i.e. drawing or making things).
3. **They are great imitators**: they find the pleasure in imitating the teacher, reading aloud (texts, poems, etc.), repeating utterances or words for reinforcement, etc.
4. **They are outgoing and outspoken** and look less inhibited and less reserved than grown-ups.
5. **They are highly linked to their teachers**: they are very open to new ideas and; by extension, bank on their teachers' savoir and savoir-faire. Some of them might; however, challenge rules, routines, and authority, or resist certain new conceptual and practical considerations.
6. **They are motivated and interested in exploration**: reinforcing such motivation, selecting suitable materials and accepting to relinquish some of their power to learners themselves is a rewarding behavior of teachers.
7. **They are inquisitive**: even at lower levels, learners tend to take risks and act in a highly inquisitive way.
8. **They are of very limited attention span, though**. Therefore the materials, techniques and activities presented have to be of suitable size (load), short, varied, motivating and interesting.

Nowadays young learners are generally interested in becoming rapidly experts at applying new technologies as powerful learning tools within and outside their classrooms to look for information and engage in communication locally and globally. Young learners exploit all learning opportunities available to (i) quench their curiosity, (ii) practice language and (iii) assert themselves as active members of the group. Teachers, then, need to help them have a say in the management of learning as a whole. They also need to be aware of the potential discrepancy that might exist

between their goals and expectations and those of their learners. Responding to learners' needs and multiple intelligences, and turning their resistance and attempts to self-assertion, require being able to design and implement a wide range of motivating tasks and materials. Well-designed tasks and materials prevent learners from getting bored and; therefore, stay on-task as long as possible.

Young learners' personalities: a sketch

The table below captures some of the young learners' characteristics as aforementioned, and also suggests dealing with learners, aged between 12 and 14, not only as thinkers, but also as individuals who are emotionally, socially and cognitively involved[i]. Of course, these are generalizations with exceptions taking place in each group of learners, but teachers may want to keep these general characteristics in mind.

Age	As a thinker	As a learner	Strategies he/she uses
12-14 years[15]	- hypothesizes, puts forward propositions, and evaluates. - builds concepts - deals with abstract concepts, -understands probability. -begins to understand multiple causation. - develops understanding of ethical principles and values .	-is more teacher-oriented than an adult. -Is emotional, -Can't be on task during for long (max.30 mns), -starts to be interested in the opposite sex, - likes small-group/not solitary activities, - vulnerable, very self-conscious and concerned with how he/she is perceived by others, -challenges authority at times.	- tests hypotheses. - recognizes and predicts patterns, - develops rules, - develops models to use, - seeks independent learning, -involve their parents' in their own learning, - takes risks.

The table above recommends at least five strategies conducive to the satisfaction of young learners' needs; implying the type of materials, tasks and activities to be designed to suit such learners. It also draws teachers' attention to the importance of using evidence-based teaching methods and implies the importance of establishing a good rapport with parents to alleviate problems impeding their children's learning. Teaching practices that encourage learners to view themselves as self-confident maximize strong and durable learning.

[15] early adolescence

As regards assessment, highly standardized tests are reported to have a negative impact on young learners' self-esteem, particularly on whether they perceive themselves as 'successful' or not. Early adolescence (12-14 years) is a critical period for confirming a positive self-esteem and a clear self-concept, and; therefore, self-assessment[16] which taps individual progress, is most desirable to help learners, as individuals, discern their strengths, weaknesses, interests and personality traits. Learner self-assessment is vital for developing personal and realistic means to boost up one's potentials.

Teaching young learners: tasks and activities

Teachers of young learners need to create a secure and stimulating learning environment. They should also provide multiple sources of language input and ample opportunities for the reinforcement, internalization and use of English. The tasks and activities should; by the same token, be geared toward ensuring effective learning. Tasks and activities should tap learners' multi-intelligences and accommodate their various learning preferences – designing projects, playing games, singing, listening to stories, acting out, solving puzzles, arts and crafts, etc. Through these activities learners learn by doing, by being cognitively involved and by taking risks. The learning content should similarly be contextualized, communicative and meaningful and reflect cross-cultural perspectives. Also, being aware of the importance of 'learning how to learn' is another guarantee for their lifelong learning. Here is a list of highly desirable EFL activities[17]:

- TPR activities
- Listen and do things,
- listen and repeat,
- listen and draw,
- Read and act out,
- Problem solving,
- Find the odd-one out
- Pair work/ group work
- Project work
- Find someone who is ...
- Drawing, making things,

[16] The section on assessment describes ways conducive to practicing self-assessment even in its very simple forms. References to pen-and-pencil quizzes and tests are also made.

[17] Activities for young learners should target communication, interaction and negotiation. Learners should also be encouraged to take risks when using English; error correction should not a priority at this level.

- Simple conversations,
- Cued cards,
- Role plays,
- Simple simulations,
- Drama,
- Tongue-twisters, etc.

BIBLIOGRAPHY

M.N.E (2007) English Language Teaching Guidelines for Second Year Baccalaureate, (Level four). Nadia Edition, Hassan, Rabat.

WEBLIOGRAPHY

http://online.rit.edu/faculty/teaching_strategies/adult_learners.cfm (March 7th, 2009)

http://pumas.jpl.nasa.gov/benchmarks/TL_char.html (July 14th, 2008)

http://www.ecml.at/documents/earlystart.pdf

http://www.colorado.edu/ibs/jessor/pubs/1993_Jessor_AmerPsychologist_SuccessfulAdolescentDevelopment.pdf (March7th, 2009)

National Charter for Education and Training (1999), Online in www.men.org.ma. (March7th, 2009)

Young Learners' Multiple Intelligences: Theoretical and Practical Considerations

Theoretical considerations

It has long been surmised that we teach classes. We do not. We teach individual learners who do not learn only in different ways[18], but they also have 'multiple intelligences' as is expounded by Gardner and others. According to the theory of multiple intelligences, (i) the human mind is not a *tabula rasa*[19]; (ii) there is not a single intelligence[20]; and (iii) different individuals have different 'intelligences"(Gardner)[21]. At the heart of this theory is the notion that each individual's intelligence consists of multiple intelligences (Blythe and Gardner)[22], each of which has its independent operating system with the brain (Gardner). These intelligences[23] include: verbal-linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal (Gardner), and naturalist (Checkley[24]; Meyer[25]). The theory of multiple intelligences can serve as a template in building strategies for students' success in school and in life. Learners with a particular intelligence exhibit common characteristics as is

---

[18] . There is more than one way to learn.

19.The human mind was thought by behaviorists to be a "tabula rasa" that could be crammed, educated and trained to learn anything if taught appropriately.

[20].Gardner's theory draws a clear distinction between the traditional notion of 'intelligence and '*multiple intelligence*[20]'. *Gardner* contends that there is 'a multitude of intelligences which are quite independent of each other', and that ' the mind is far from being unencumbered at birth'. (Gardner 1993: xxiii)[20]

21 . Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

22 . Blythe, T, & Gardner, H. (1990). A school for all intelligences. Educational Leadership, 47 (7), 33-37

[23] Gardner also talks about 'existentialist intelligence' which involves the appreciation of context of where humankind stands in the "big picture" of existence. This intelligence is seen in the discipline of philosophy.

24. Checkley, K. (1997). The first seven ... and the eighth: A conversation with Howard Gardner. Expanded Academic ASAP [on-line database]. Original Publication: Education, 116.

25. Meyer, M. (1997). The GREENing of learning: using the eighth intelligence. Wilson Select [on-line database]. Original Publication: Educational Leadership, 55.

Linguistically intelligent learners	• Understand/ use the meanings of words in different contexts, have Good oral and written communication skills; know the different uses for language, such as persuading suggesting a course of action and asking for and giving information.
logical-mathematically intelligent learners	• Can do math mentally; enjoy science experiments; organize things by category; think abstractly; look for a rational explanations; wonder how things work.
Musically intelligent learners	• Can easily memorize tunes and songs; notice and enjoy different tunes; play musical instruments or sing beautifully; notice an off-key note; hare their passion for music with everyone.
Bodily-kinesthetically intelligent learners	• Learn by "doing" ; would rather touch than just look; love activity, movement (Can't sit still for too long); like figuring out how things work; enjoy outdoor activities like camping, hiking or fishing; use objects skillfully; enjoy sports and exhilarating experiences.
Spatially intelligent learners	• Good at solving visual puzzles; enjoy geometry in school; good at drawing; can visualize pictures mentally; notice colors and shapes; enjoy photography; have a sense of directions; can remember places vividly; like books with illustrations/ graphs/ pictures.
	• Empathetic
Interpersonally intelligent learners	• Extroverted ; enjoy social events; love groups and crowds; enjoy teaching others; are friendly, nice and helpful; enjoy team sports; like to counsel others; cooperative in groups; sensitive to other people's moods.
Intra-personally intelligent learners	• Introverted; prefer working alone at their own pace ; philosophical about life; self-aware; extreme perfectionists; intuitive; independent;

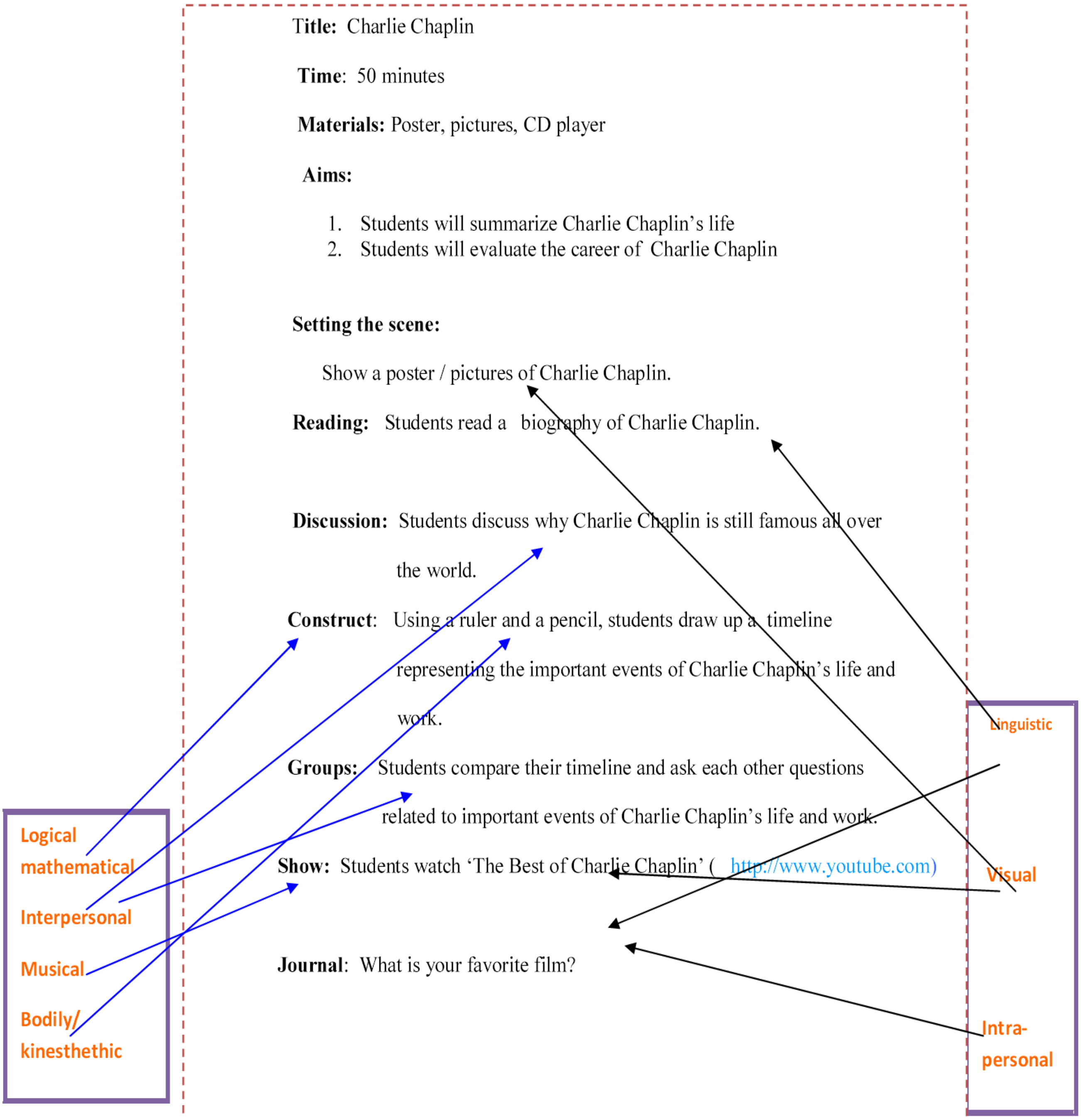
	spend time reflecting; like learning about self
Naturalistically intelligent learners	• bothered by air pollution-related odors; enjoy having domestic pets ; like to learn about nature ; appreciate scenery ; feel alive when in touch with nature ; like to camp, hike, walk and climb ; are weather conscious.

shown in the table opposite:

Practical considerations

Adhering to this theory has implications for teachers in terms of English instruction. We should view all intelligences as being equally important. We should recognize and cater to a broader range of talents and skills. Another implication is that we should create opportunities whereby students become actively involved in learning experiences that are anxiety-free. And yet another implication is that teachers should punctuate each English lesson with activities /tasks that tap most or all of the intelligences. An anatomy of a multiple intelligence lesson would look something like this:

As is clear from the structure above, 'multiple intelligences' hardly ever



operate separately[26]. They are used simultaneously and tend to match up each other as long as learners develop skills or solve problems. When planning a similar multiple intelligence lesson, a number of questions help teachers explore the possibilities of tapping into as many intelligences as possible:

Linguistic: How can I help students develop their communicative competencies[27]?

Logical-Mathematical: How can I help them enhance their logical and critical thinking?

Spatial: How can I use visual aids, art, or visual organizers?

Musical: How can I use tunes/ songs as a source of an excellent comprehensible input?

Bodily-Kinesthetic: How can I involve the whole body or hands-on experiences? (Will I use TPR?)

Interpersonal: How can I involve students in cooperative learning? How can use teambuilding activities?

Intrapersonal: How can I evoke students' personal opinions/ views/ feelings or memories, or give them choices?

Naturalistic: How can I use the natural environment to stimulate learning?

The theory of multiple intelligences has had many educational implications; among these we can cite the following: (i) teachers need to individualize teaching as much as possible; (ii) they need to teach topics in a variety of ways; (iii) they have to develop as many human cognitive capacities as proves practicable. The theory of multiple intelligences has also had an

---

[26] The lesson might not attend to all intelligences as is the case above. 'Naturalistic intelligence' might be focused on in similar tasks.

[27] **Communicative Competence** (CC) has been defined in various terms. Canale and Swain's definition is the most popular in applied linguistics. CC encompasses four components:

1. grammatical competence: words and rules ;
2. sociolinguistic competence: appropriateness ;
3. discourse competence: cohesion (form) and coherence (meaning);
4. strategic competence: appropriate use of communication strategies to repair communication breakdowns and / improve communication effectiveness.

impact on assessment: since all learners do not learn in the same way, they cannot be assessed in the same way. It is therefore crucial that teachers create an "intelligence profile" for each student. Knowing how each student learns will allow the teacher to properly assess the students' progress (Lazear)[28]. Through including assessment methods such as student portfolios, independent projects, student journals in 'continuous assessment', you will assess your students' multiple intelligences. For this change to take place at a sound and smooth way; teachers need to be trained to present their lessons (and assess impact) in a wide variety of ways using music, the net, reading, writing, conversing, cooperative learning, art activities, role play, field trips, inner reflection, portfolio, project work, and much more.

Bibliography

M.N.E (2007) English Language Teaching Guidelines for Second Year Baccalaureate, (Level four). Nadia Edition, Hassan, Rabat.

Blythe, T., & Gardner, H. (1990). A school for all intelligences. Educational Leadership, 47 (7), 33-37.

Chaibi, Ahmed. 2008. Young Learners' Multiple Intelligences: Theoretical and Practical Considerations, In the Newsletter of the Moroccan Association of Teachers of English, Volume 28 (Issue 3-4), Winter-Spring 2008

Checkley, K. (1997). The first seven ... and the eighth: A conversation with Howard Gardner. Expanded Academic ASAP [on-line database]. Original Publication: Education, 116.

Gardner, H. (1983/1993) Frames of mind: The theory of MI. New York: Basic Books.

Gardner, H. (1991) The unschooled mind: How children think and how school should teach. New York: Basic Books.

Gardner, R. C. (1985). Social psychology and language learning: The role of attitudes and motivation. London: Edward Arnold (p.10).

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second language learning. Rowley, MA: Newbury House.

Gardner, R.C., & Lambert, W.E. (1959). Motivational variables in second language acquisition. Canadian Journal of Psychology: 13.

Joe L. Kincheloe (ed.) Multiple Intelligences Reconsidered. New York: Peter Lang, pp. 261 ISBN 0-8204-7098-8

Lazear, David (1992). Teaching for Multiple Intelligences. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation. (ED 356 227)

[28] . . Lazear, David (1992). Teaching for Multiple Intelligences. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation. (ED 356 227)

Meyer, M. (1997). The GREENing of learning: using the eighth intelligence. Wilson Select [on-line database]. Original Publication: Educational Leadership, 55.

Webliography

http://www.newhorizons.org/future/Creating_the_Future/crfut_gardner.html
http://www.thirteen.org/edonline/concept2class/mi/index_sub2.html
http://www.ldpride.net/learningstyles.MI.htm
http://www.childdevelopmentinfo.com/learning/multiple_intelligences.htm
http://www.childdevelopmentinfo.com/learning/multiple_intelligences.htm
http://libres.curtin.edu.au/libres16n1/Chau.htm

Project Work

A classroom project is an activity during which learners, either individually or in groups, gather information from a variety of sources, process it in order to achieve an agreed goal and finally present it before the whole class[29]. Projects are multi-skill activities[30] addressing topics or themes rather than specific language elements. They provide students with the chance to (i) recycle known language components and skills in a relatively genuine context[31], and (ii) exercise their multiple intelligences. The overall end – product of a project is a presentation that could take the form of an oral presentation through a PowerPoint display, written report, a poster, a file, an audio or a video cassette or CD. Project work, which is a common feature of English language textbooks currently in use in Morocco, draws upon the tenets of problem-based learning[32].

Project work gains

In the context of language learning, project work is, to reiterate, a methodology that improves learners' skills and multiple intelligences, and is carried out in a coherent, meaningful, and a relatively natural context. Project-work improves learners' knowledge and boosts up their skills in collaboration, leadership and communication. It also fosters learners' independent and lifelong learning[33]. Project-work provides learners with opportunities to:

1. use English in both inside and beyond the classroom;
2. function in a wider communicative context where they are able to gather data, share views and assert themselves fully;
3. relate what they learn in class to what happens in their immediate and/ or wider milieu;
4. discover relevant information through the use of various skills, including the ability to sort, sift and select pertinent and reliable data;
5. train learners on the translation of data and information into knowledge, insights and understanding of themselves and the world around them;

---

[29] . Moss & Van Duzer, for instance, define problem- based learning as: "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (1998, p. 2)

[30] They require from learners reading, writing, speaking and listening. Drawing is also desirable in project work.

[31] . Simon Haines. 1989. (edit) . *Projects :for the EFL Classroom : resource material for teachers*. Walton-on-Thames : Nelson,.

[32] . It is a learner- centered strategy that fosters content knowledge, communication skills, problem-solving, and self-directed learning abilities. EFL professionals in Morocco and elsewhere contend that the inclusion of project work in curricula motivates learners and maximizes learning, increases teacher rigor and enthusiasm for teaching.

[33] 'By its very nature, project work places the responsibility on the students, both as individuals and as members of a cooperative learning group. Autonomy becomes a fact of life"(in the foreword to Fried-Booth, cited in Tudor, 1996,219).

6. convince themselves that knowledge they learn has no substantial value if they do not manage to convert it into personal presentations, dialogues, charts or tables likely to resolve problems;
7. become more autonomous learners and be able to carry on learning even after they leave school;
8. work to deadlines while enhancing their collaborative skills;
9. develop curiosity, interest and enjoyment in and through English.

Group-work

The success of a project requires organization, cooperation, teamwork, willingness and drive to attain the targeted goals. Influenced by Vygotsky[34], educational practices in the EFL classrooms tend to focus on group work and convergent tasks. The cooperation of learners at the same level or even with slightly higher level of competence than the other learners (as experts35) is a necessary tool for effective learning. Vygotsky argues that all learning is the result of social interaction. Within this pedagogical framework, the learner becomes both a problem-solver and a knowledge-builder who clarifies, shares and expresses knowledge verbally and, by implication, tunes and monitors language in terms of both use and usage.

The need for planning and celebration

Practitioners explicitly acknowledge that engaging learners in, and motivating them for project work might be challenging. Therefore, to properly scaffold learners throughout the required tasks and procedures of project work, teachers may want to follow the steps[36] suggested by Stoller[37].

Step 1: Learners and teacher negotiate and agree on topics/ themes.
Step 2: Learners and teacher identify the final outcome/ tracking management and the various project-related issues.
Step 3: Teacher, as a leader and manager, makes sure the outcome is of acceptable quality and helps learners organize their projects.

---

[34] . Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD*)* results in Scaffolding instruction as a teaching strategy.

[35] The expert can be a teacher or peer(s). He or she can act as a mediator between the learner and the content she/he is trying to understand. This interaction between the learner and the mediator (expert) allows learners to reach the limits of their "zone of proximal development" (ZPD); that is, what they can do without guidance.

[36] . Some projects may not necessarily require the ten steps.

[37] . Adapted from Stoller, 1997 , after Matthew Apple, et. Al. In http://www.jaltcall.org/journal/articles/3_1&2_Apple.pdf)

Step 4: Teacher, as an expert and tutor, coaches learners and helps them with the necessary language components and strategies.
Step 5: Teacher ensures that learners' projects are well-designed, manageable and beneficial.
Step 6: Learners gather information, and the teacher ensures learners' are collecting appropriate data.
Step 7: Teacher checks that learners analyze information appropriately and are moving towards the deadline.
Step 8: Teacher provides the right feedback and helps learners progress while working on their presentations.
Step 9: Learners present the final project either individually or as member of a group.
Step 10: Learners evaluate each others' projects and choose the ones to be celebrated through displaying them within the classroom/ school. The teacher monitors and praises the outcomes.

Learners' knowledge of the language they will use is essential to the successful achievement of the projects. With sufficient language preparation, for instance, learners will not have recourse to use their first language.

Teachers' questions

When determining project work goals, teachers might want to consider the questions below[38]:

1. What language components do I want my students to recycle or further develop? (e.g. to recycle / learn grammar, vocabulary, functions.);
2. What important skills do I want my students to develop? (e.g., to read effectively, to write persuasively, to speak fluently, to listen effectively, etc...);
3. What social and affective skills do I want my students to develop? (e.g., team-work skills);
4. What meta-cognitive skills do I want my students to develop? (e.g., reflect on their own learning, evaluate effectiveness, and identify means necessary for improvement);
5. What problems do I want my students to be able to solve during project work? (e.g. know how to do research appropriately);
6. Do the students have access to the appropriate research resources?

[38]. Adapted from http://www.nwrel.org/request/2002aug/implementing.html

7. Do the students know how to use them?
8. How am going to support/ scaffold them?
9. Are my students aware of their roles within the group?

Topics

Project work can be on the themes covered in the textbook or on themes related to the learning context itself (i.e. classroom or community). Learners may extend their work in any direction they wish to illustrate their understanding of ideas and questions/ queries related to these themes. They can research, describe, analyze and compare social, environmental, health or other issues. They can also evaluate and react to effects or impacts and find out about ways to improve the quality of life[39] . The choice of the topics conducive to good and doable projects is boundless. At the middle school, the following topics might be used effectively: clothes, food, sport, transport, pollution, art and painting, etc. Here are some examples:

- ✓ Clothes related projects might involve: old/old-fashioned/traditional clothes/ buying clothes/ clothes bargain/ favorite clothes/ clothes of different seasons/ infants and children's clothes, etc.
- ✓ Family related projects might include: family trees/ children, parents, grandparents, grand-children/ ideal parents/ family values, etc.
- ✓ Home related projects might include: dream flat/ house, safe home, etc.
- ✓ Sport related projects might include: healthy sport/ how to keep fit/ sport and food/ dangerous sports/ football in Morocco, etc.
- ✓ Food related projects might include: healthy food/ unhealthy/ junk/ fast food/ local food/ regional food/ national and international food/ food and sports/ diets/ food and obesity/, etc.

These topics might be adapted to suit students' context and interests, and can be narrowed or broken down further to be more manageable. Teachers might give students guiding questions to make their task easier.

Conclusion

Projects help learners learn independently through self-reflection and evaluation of their own work processes. They are also linked to the concern for the learning process, which has been one of the main stimuli for the shift towards learner-centeredness and learner autonomy. Through projects, learners show (i) what they know; (ii) what they can actually do with what they know (language); and (iii) their confidence and motivation in carrying out these projects. Similarly, projects provide learners with the opportunity to connect what they learn in content-areas such as Arabic, French, history

[39] For more details English Language Teaching Guidelines for Second Year Baccalaureate, [Level Four], Ministry of National Education, Rabat, Nadia Edition

and geography with English and vice versa. They can also be used as an alternative/ authentic assessment. Finally, project work, as a 'negotiated methodology' between learner and teacher, entices teachers to relinquish some of their power.

BIBLIOGRAPHY

Carmona et al, 1991. Developing Project Work in the English Classroom. Forum, vol29, nb3, pp.45- 47.

Fried-Booth, D, L. 1986. Project Work. (Ed) Alan Maley. Oxford: Oxford University Press.

M.N.E (2007) English Language Teaching Guidelines for Second Year Baccalaureate, (Level four). Nadia Edition, Hassan, Rabat.

Papandreou, A, P. 1994. An Application of the Project Approach to EFL. Forum, vol.32, nb3, pp.41-4

Tudor, Ian. 1996. Learner-centredness as Language Education. Cambridge. Cambridge University Press.

Ribé. R and N Vidal. 1993. Project Work Step by Step. Macmillan Heinemann.

Rowlands, S. 2002. Personal Project. International Baccalaureate Middle Years Programme.

Sheppard, K. and F. L. Stoller. 1995. Guidelines for the Integration of Learner Projects into ESP Classrooms. Forum, vol. 33, nb4, pp. 10-15.

Willis, D. and Willis, J. 2007. Doing task-based teaching. New York. Oxford University Press.

Simon Haines (edit). 1989. Projects for the EFL Classroom : resource material for teachers. Haines. Walton-on-Thames : Nelson,.

Webliography

http://pblmm.k12.ca.us/PBLGuide/WhyPBL.html . (February, 3rd, 2009)

http://www.asian-efl-journal.com/pta_Oct_07_ypf&nc&km&mr.php. (March, 2nd, 2009)

http://itls.usu.edu/wiki/foundations-2008/ed-tech-knowledge-base/instructional-design-techniques/backward-design-0 . (March, 3rd, 2009)

http://scholar.lib.vt.edu/ejournals/JTE/v16n2/doppelt.html. (March, 3rd, 2009)

http://edutechwiki.unige.ch/en/Project-based_learning. (February, 17th, 2009)

Classroom Language

Classroom language is a set of words and phrases used for establishing interaction among the teacher and students, from "Let's call the roll. Is everybody here?" to "Open your books to page fifteen" to "May I use the chalk?" For emphasis to be principally put on the target language, classroom language is a very useful way to upgrade English for real communication. Classroom language is also useful for students' engagement and active participation in learning language and language skills. Students need to be equipped with such *classroom language* to be able to interact with the teacher and their peers effectively within and beyond the classroom. Various simple questions and transactional phrases are required for the management of such interaction. Though practitioners contend that classroom language is usually learned unexpectedly, it seems that it can also be taught and practiced explicitly. The questions, phrases or chunks in the table below are among the most commonly used classroom language. These examples of classroom language can be downloaded, printed out, photocopied, and distributed to the students[40]. They can also be reproduced in A3 papers and stuck in the classroom as a visual support and a memory tool to refer to whenever it is required.

Asking for something	**Asking about words**	**Asking to repeat**
Can I have a pen, please? Do you have a pen for me? May I have a pen, please?	What's "(the word)" in English? What's the English word for ....? What does "(the word)" mean? How do you say "(the word in your language)" in English? How do you spell "(the word)"? How do you pronounce "(the word)"? Where's the stress in "(the word)"?	Could / Can you repeat that, please? Could / can you say that again, please? Pardon me?
Apologizing	**Asking for help**	**Saying Hello and Goodbye**
Excuse me, please. I'm sorry. Sorry about that. Sorry I'm late.	I don't understand. Can you help me, please? Is this right / wrong? Could you say the word again? I beg your pardon, could you spell it? Would you mind helping me?	Good morning / afternoon / evening! Hello / Hi How are you? Goodbye Have a good weekend / day / evening / time!

[40] Adapted from: http://esl.about.com/library/beginner/bl_commonphrases.htm

Teachers can get hundreds of these phrases and expressions from various sources and / or construct their own, present them, and encourage students to use them instead of their native language (Arabic or Amazigh) or other foreign languages.

APPENDICES

جدول تنظيم المراقبة المستمرة بالتعليم الثانوي الإعدادي
لمادة اللغة الأجنبية الثانية

يتعين على الأساتذة تغطية البرنامج كما هو محدد في الجزء الخاص بالمنهاج (10 وحدات سنويا ؛ أي خمس وحدات كل دورة) مركزين في ذلك على الموضوعات والبنيات النحوية والوظائف اللغوية والبنود المعجمية المثبتة في البرنامج الذي تتضمنه هذه التوجيهات، وحسب ورودها في الكتاب المدرسي قيد الاستعمال بالثانوية الإعدادية. ويتعين على الأساتذة أيضا تطبيق الإجراءات الخاصة بالتقويم التي يتضمنها الجدول أسفله.

المستوى	الدورة	نوع الفروض وعددها	مكونات الفرض	مدة الإنجاز	فترة الإنجاز	النقطة
السنة الثالثة إعدادي	تعتمد هذه التدابير بالنسبة لكل دورة دراسية	2 فريضين كتابيين قصيرين محروسين	نص قرائي أو سمعي مرفوق بأنشطة الفهم أوتراكيب، نحو و صرف، معجم، وظائف لغوية	من 15 إلى 30 دقيقة	فرض عند نهاية كل وحدتين دراسيتين	على 20 (كل فرض على 10)
		1 فرض كتابي إجمالي محروس	1. نص قرائي أو سمعي مرفوق بأنشطة الفهم 2. تراكيب، نحو و صرف، معجم، وظائف لغوية 3. التعبير الكتابي الموجه أو الحر	من ساعة إلى ساعة ونصف	فرض عند نهاية كل دورة دراسية (على صعيد المؤسسة أو الفصل)	على 20
		الأنشطة الشفهية والواجبات المنزلية	• المشاركة في الدرس • مشروع التلميذ • لعب الأدوار أو الحوارات • إلقاء عروض قصيرة جدا ومناقشتها • وصف صور أو رسوم أو بيانات • إنجاز التمارين المنزلية • إنجاز البحوث أو المشاريع الفردية والجماعية • الإعتناء بتنظيم الدفتر والوثائق التربوية • أنشطة متنوعة أخرى	تحدد من طرف الأستاذ	طيلة الدورة	على 20

وتحتسب النقطة النهائية لكل دورة دراسية بجمع النقط المحصل عليها حسب الجدول أعلاه وقسمتها على ثلاثة للحصول على نقطة على20.

Effective Assessment: tips for teachers

Teachers need to keep the following guidelines and tips in mind while designing or scoring students' performance.

- Effective assessment should use various methods and techniques to seek a more complete and accurate picture of learners' language competence; e.g. short quizzes, global tests, project work, group work, homework, class participation (see table above).
- Teach as you test and test as you teach.
- Assessment should first and foremost be designed to measure the students' acquisition of the required learning outcomes.
- Make use of the data you draw from assessment to improve your teaching as well as learners' learning.
- Your assessment should be mainly criterion-referenced; that is, scores should provide information about what testees know and can do with English.
- Inform students about how you assess and about your assessment methods and when.
- Provide your students with specific training to help them be familiar with your test content and format.
- Rubrics in each section must include a variety of receptive and productive items.
- Test items should not be tricky as it should not require skills beyond learners' level.
- Arrange items in an appropriate sequential order (e.g. according to levels of difficulty or learning sequence). This may help you reduce learners' anxiety and increase their self-confidence.
- The test paper must include easy as well as challenging items to ensure discrimination for pedagogical purposes.
- Test items should be of appropriate length.
- A variety of test techniques should be included in a test. The overuse of some of these techniques at the expense of others must be avoided.
- Better ask your colleagues to review, edit and try out your test.
- Mark and process tests promptly based on a clear transparent marking scheme.

The three samples at the end of this section are by no means models, they are meant to give you a framework adapted according to your situation and learners' level. The distribution and weighting of the paper sections are as follows:

Comprehension	Language	Writing
7 points	**8 points:** **-(3 pts for grammar,** **-3 pts for Vocabulary and** **- 2pts for functions)**	**5 points**

SAMPLE GLOBAL TEST 1

Jane : Hi ! You're a new student, aren't you?
Tom : Yes, I am.
Jane : I'm Miss Jane Simpson, your English teacher. What's your name?
Tom : Tom, Tom Williamson.
Jane : How old are you ?
Tom : I'm sixteen.
Jane : Are you Irish ?
Tom : No, I'm American.
Jane : Where are you from ?
Tom : New York.



I. COMPREHENSION (7 POINTS)

(Base your answers on the text)

A. CHOOSE THE RIGHT ANSWER. Tick ☑ the correct answer. (1 pt)

Tom is talking to

☐ his friend ☐ his teacher ☐ the headmaster

B. ARE THESE SENTENCES TRUE OR FALSE? CORRECT THE FALSE ONES. (3 pts, 1pt each)

1. Tom is from New York.

. . . .

2. Jane is a student.

. . . .

3. Tom is sixteen years old

. . . .

C. ANSWER THESE QUESTIONS. (3pts, 1pt each)

1. What nationality is Tom? . . . .
2. What is his family name? . . . .
3. Is Jane married? . . . .

II. LANGUAGE (8 POINTS)

A. FILL IN THE GAP WITH AN APPROPRIATE WORD FROM THE LIST. (1.5 pts, 0.5 each)

a - an

Jan's friend is …… restaurant manager. He is also …… actor. He lives in …… big house in the town center.

B. PUT THE VERB (*to be*) IN THE CORRECT FORM . (1.5 pts, 0.5 each)

Nadia: …… you from France?

Carmen: No, I …… from Spain.

Nadia: Is Olivia your teacher?

Carmen: No, she ………..

C. COMPLETE THE FOLLOWING SENTENCES AS IN THE EXAMPLE. (1.5 pts, 0.5 each)

Example: I'm from France, I speak *French*.

1. I'm from Italy, I speak . . . .
2. I'm from England, I speak . . . .
3. My teacher is from Morocco, he speaks . . . .

D. FILL IN THE GAP WITH AN APPROPRIATE WORD. (1.5 pts, 0.5 pt each)

1. My favourite subject is . . . .
2. My favourite day is . . . .
3. My favourite food is . . . .

E. WRITE AN APPROPRIATE QUESTION. (2 pts)

Liz: . . . . ?

You: It's half past seven.

Liz: . . . . ?

You: I go to school on foot.

III. WRITING. (5 POINTS)

Complete the following dialogue between Omar and Danny.

Omar: Hi! I'm Omar. . . . .?

Danny: I'm Danny.

Omar: . . . .?

Danny: No, I'm from the USA. . . . . ?

Omar: I'm from Morocco. . . . . ?

Danny: I'm a nurse. . . . . ?

Omar: I'm a student.

SAMPLE GLOBAL TEST 2

Two Americans, Bob and Janet, are visiting Morocco for the first time. They are staying at Hotel Toubkal in Marrakech for a week. Rachid is **their** tourist guide; he's got an email from an American friend about Bob and Janet:

"Bob is thirty five years old. He is very pleasant. He teaches History at a high school in New York. Bob is interested in the history of your country. He likes sightseeing very much. He would like to meet the local people to see how they live and work. Bob loves all kinds of food, so don't worry about that. He doesn't like shopping.

Janet is two years younger than Bob. They are married for six years now. She doesn't work, she is a housewife. Janet is very helpful and full of life. One thing she hates is sport. She never watches **it** on TV".

I. COMPREHENSION . (7 POINTS)

(Base your answers on the text)

A. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (2 pts, 1pt each)

1. Bob and Janet know Morocco very well.
2. Bob is a teacher.

B. ANSWER THESE QUESTIONS. (3pts, 1pt each)

1. Where are the two Americans staying?
2. Who is guiding them in Morocco?
3. How old is Janet?

C. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (2 pts,1 pt, each)

1. **their**: . . . .
2. **it**: . . . .

II. LANGUAGE (8 POINTS)

A. PUT THE WORDS BETWEEN BRACKETS IN THE CORRECT PLACE. (1.5 pts, 0.5 each)

1. Bob is late from school. (never)
2. Bob and Janet meet their friends on Sundays. (sometimes)
3. Janet is helpful. (always)

B. WRITE QUESTIONS USING THE WORDS BETWEEN BRACKETS. (1.5 pts, 0.5 each)

Example: (when/father/free/?) → When is your father free?

1. (mother/ home/?) → . . . .

2. (why/you/late/?) → . . . .

3. (what/brother's /name?) → . . . .

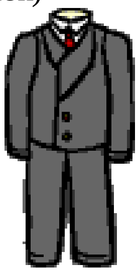
C. NAME FOLLOWING CLOTHES ITEMS. (1.5 pts, 0.5 each)



. . . .



. . . .



. . . .

D. CROSS OUT (X) **THE ODD WORD FROM EACH LIST. (1.5 pts, 0.5 pt each)**

1. apple, pencil, orange, banana, grape
2. car, train, boat, bicycle, computer
3. hat, skirt, shirt, mouse, blouse

E. WHAT DO YOU SAY IN THE FOLLOWING SITUATION? (2 pts)

At home you want to turn on the TV. Ask for permission from your father.

You: . . . .

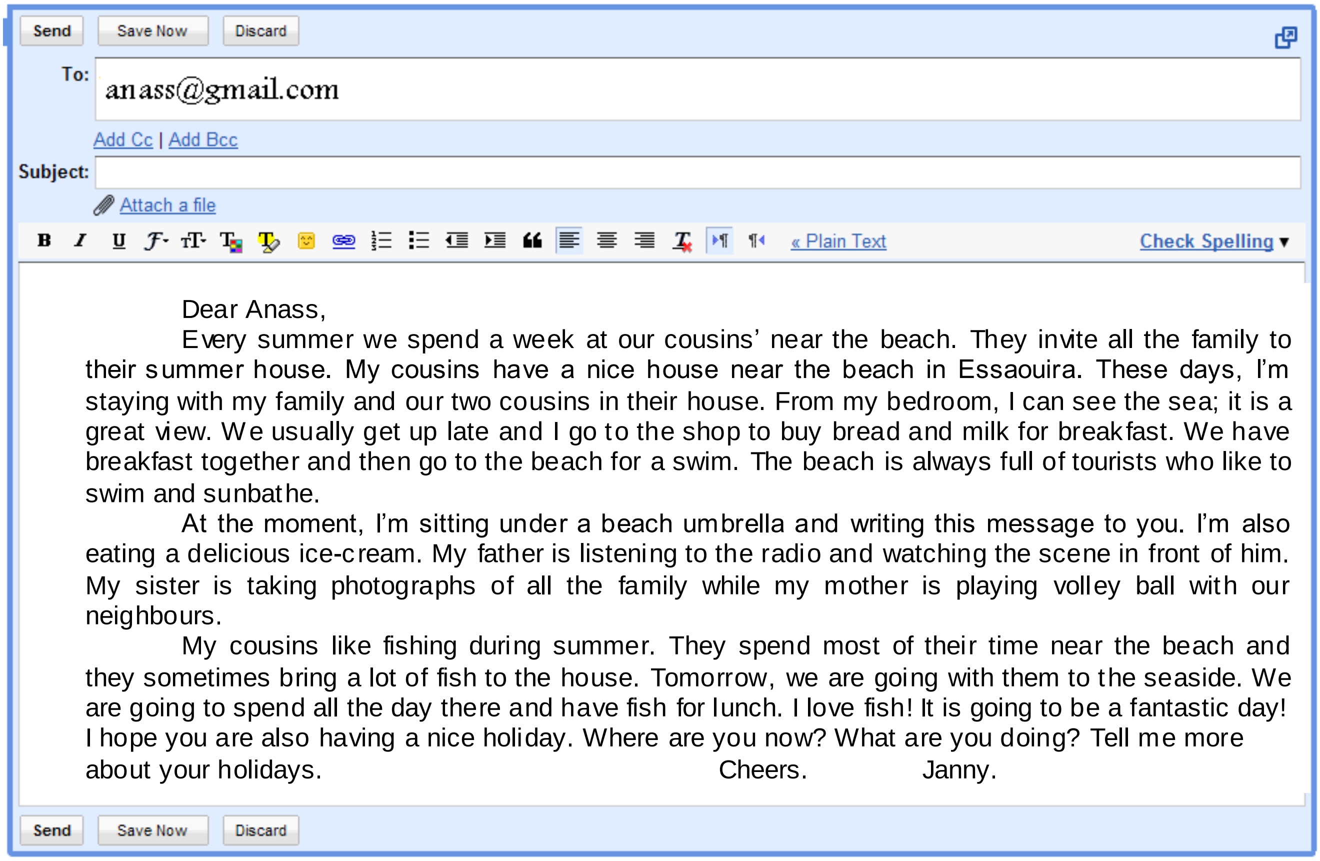
Your father: . . . .

III. WRITING. (5 Points)

Write a paragraph about a person you know.

His/her name, job, age, personality, likes and dislikes,….

SAMPLE GLOBAL TEST 3



Dear Anass,

Every summer we spend a week at our cousins' near the beach. They invite all the family to their summer house. My cousins have a nice house near the beach in Essaouira. These days, I'm staying with my family and our two cousins in their house. From my bedroom, I can see the sea; it is a great view. We usually get up late and I go to the shop to buy bread and milk for breakfast. We have breakfast together and then go to the beach for a swim. The beach is always full of tourists who like to swim and sunbathe.

At the moment, I'm sitting under a beach umbrella and writing this message to you. I'm also eating a delicious ice-cream. My father is listening to the radio and watching the scene in front of him. My sister is taking photographs of all the family while my mother is playing volley ball with our neighbours.

My cousins like fishing during summer. They spend most of their time near the beach and they sometimes bring a lot of fish to the house. Tomorrow, we are going with them to the seaside. We are going to spend all the day there and have fish for lunch. I love fish! It is going to be a fantastic day! I hope you are also having a nice holiday. Where are you now? What are you doing? Tell me more about your holidays. Cheers. Janny.

I. COMPREHENSION (7 points)

(Base your answers on the text)

A. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (2 pts, 1pt each)

1. Janny is spending his holidays in Essaouira.
3. His cousins' hobby is fishing.

B. ANSWER THESE QUESTIONS. (3pts, 1pt each)

1. What can Janny see from his bedroom?
3. What is Janny doing now?
4. Where is he going tomorrow?

C. COMPLETE THESE SENTENCES. (2 pts, 1 each)

1. Janny's uncles have a house near the beach where. . . . .
2. Janny wants Anass to . . . .

II. LANGUAGE (8 points)

A. PUT THE VERBS BETWEEN BRACKETS IN THE CORRECT TENSE. (1.5 pts, 0.5 each)

1. Please be quiet; I (work) . . . .
2. Noura (travel) . . . . to many places every summer.
3. She never (watch) . . . . TV when she is busy.

B. CHOOSE THE RIGHT ANSWER FROM THE LIST GIVEN. (1.5 pts, 0.5 each)

1. Excuse me, ... a train station in this area?

   a. there is   b. is there   c. there was

2. Good bye. See you . . . .

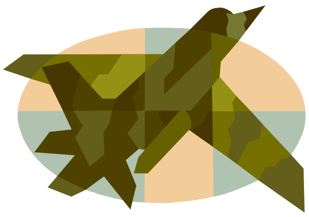
   a. in Friday   b. at Friday   c. on Friday

3. Cairo is very big. I think it is . . . . than Casablanca.

   a. bigger.   B. big   c. biggest

C. WRITE A NAME UNDER EACH PICTURE. (1.5 pts, 0.5 each)







. . . .
. . . .

D. CROSS (X) THE ODD WORD FROM EACH LIST. (1.5 pts, 0.5 pt each)

1. doctor, clothes, fever, health, illness, pills
2. wedding, birthday, ceremony, basketball, guests, Christmas
3. cinema, guitar, sport, chat, work, television

E. WHAT DO YOU SAY IN THE FOLLOWING SITUATION? (2 pts)

1. My father says that skiing is a dangerous sport.

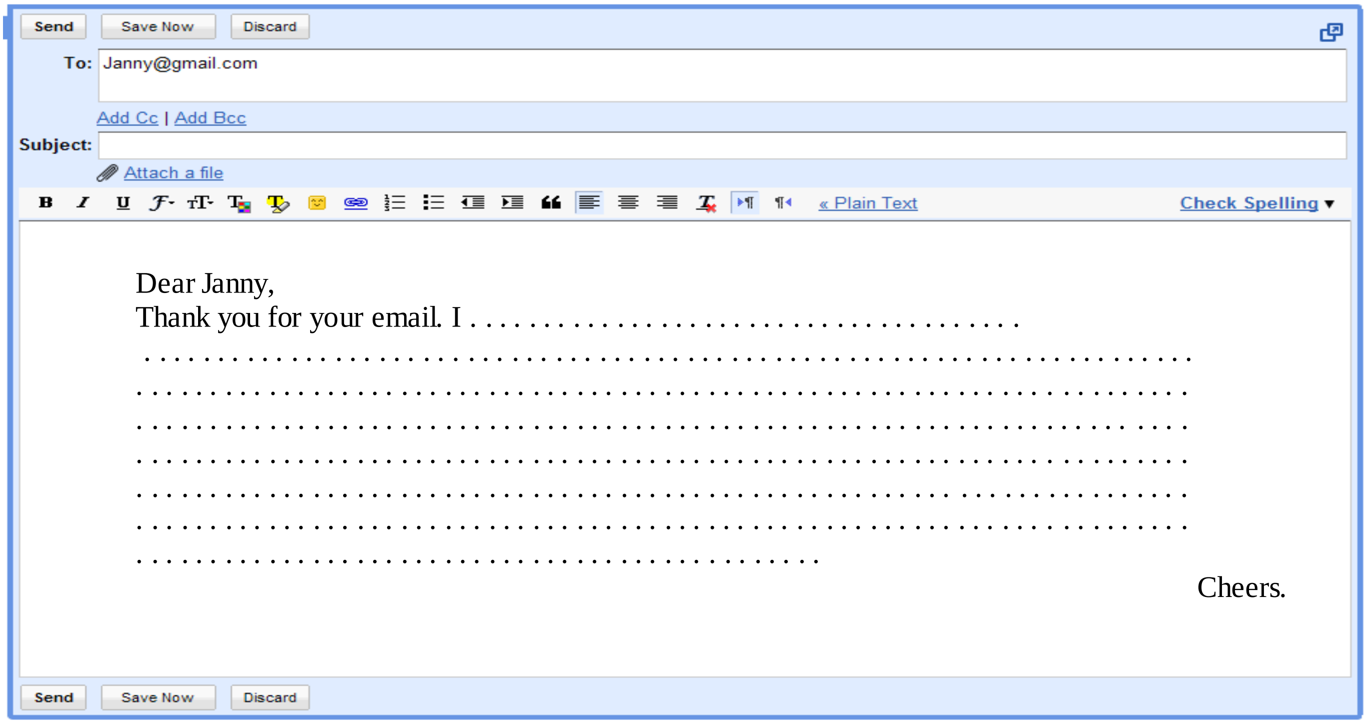
You: . . . . (Agree or disagree)

2. I have a terrible headache.

You: . . . .(Suggest a solution)

III. WRITING. (5 Points)

Write a reply to Janny. Answer his questions and tell him about your holidays.



i http://pumas.jpl.nasa.gov/benchmarks/TL_char.html (14/6/2008)